

# New Jersey

## Language Arts Literacy

### Curriculum Framework



#### Chapter 2

#### Core Curriculum Content Standards





## LANGUAGE ARTS LITERACY STANDARDS AND PROGRESS INDICATORS

### STANDARD 3.1:

#### ALL STUDENTS WILL SPEAK FOR A VARIETY OF REAL PURPOSES AND AUDIENCES.

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**Descriptive Statement:** Speaking, both formally and informally, is critical to the learning process. Language arts literacy develops when students in large and small groups engage in discourse and dialogue about literature, nonfiction, and topics of current concern and interest. Students should have opportunities to prepare and participate in more formal presentations, such as speeches, panel discussions, and debates. They should have opportunities to use language for a variety of other purposes, including questioning, sharing information, telling a humorous story, and helping others to achieve goals. Students should recognize that what they hear, write, read, and view contributes to the content and quality of their oral language.

#### Cumulative Progress Indicators

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By the end of **Grade 4**, students:

1. Use listening, writing, reading, and viewing to assist with speaking.
2. Adjust oral communications for different purposes and audiences.
3. Use oral communication to influence the behavior of others.
4. Modify oral communication in response to the reactions of others.
5. Participate in collaborative speaking activities, such as choral reading, plays, and reciting of poems.
6. Participate in discussion by alternating the roles of speaker and listener.
7. Talk with others to identify, explore, and solve problems.
8. Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story.
9. Use the conventions of spoken English, such as grammar and appropriate forms of address.
10. Read aloud with meaning.
11. Give directions and/or instructions.
12. Tell, retell, summarize, and paraphrase ideas.
13. Use visual aids and nonverbal behaviors to support spoken messages.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

14. Use clear, concise, organized language in speaking situations.
15. Speak before a group to defend an opinion and present an oral interpretation.
16. Recognize when audiences do not understand the message, and make appropriate adjustments.
17. Conduct an informational interview.
18. Receive and use constructive feedback to improve speaking ability.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

19. Identify the elements of debate.
20. Prepare for and participate in structured debates and panel discussions.
21. Present an extemporaneous speech.
22. Demonstrate interview skills in real-life situations, such as college admissions or employment.

**STANDARD 3.2****ALL STUDENTS WILL LISTEN ACTIVELY IN A VARIETY OF SITUATIONS TO INFORMATION FROM A VARIETY OF SOURCES.**

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**Descriptive Statement:** Through active listening, students gain understanding and appreciation of language and communication. They develop an awareness of the role of sound, including intonation, rhythm, pace, enunciation, volume, and quality, in combination with words and/or visual presentations to convey meaning. Effective listeners are able to restate, interpret, respond to, and evaluate increasingly complex messages conveyed through sound. Students should have opportunities to listen to language used for a variety of purposes including telling a story, sharing information, questioning, persuading, and helping others to achieve goals. Students should recognize that what they say, write, read, and view contributes to the content and quality of their listening experiences.

**Cumulative Progress Indicators**

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By the end of **Grade 4**, students:

1. Use speaking, writing, reading, and viewing to assist with listening.
2. Demonstrate comprehension of a story, interview, and oral report of an event or incident.
3. Listen for a variety of purposes, such as enjoyment and obtaining information.
4. Interpret meaning through sounds, such as how speaking style reveals character in an oral interpretation.
5. Listen attentively and critically to a variety of speakers.
6. Develop listening strategies, such as asking relevant questions, taking notes, and making predictions, to understand what is heard.
7. Follow oral directions.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

8. Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview.
9. Give appropriate feedback to a variety of speakers.
10. Recognize persuasive techniques and credibility in oral communication.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

11. Demonstrate comprehension of, and appropriate listener response to, ideas in a persuasive speech, an oral interpretation of a literary selection, interviews in a variety of real-life situations, and educational and scientific presentations.
12. Evaluate the credibility of the speaker.
13. Evaluate media techniques and messages.

**STANDARD 3.3****ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

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**Descriptive Statement:** Writing is a complex process that may be used for self or others in communication, expression, and learning. Proficient writers have a repertoire of strategies that enables them to vary forms, style, and conventions in order to write for different audiences, contexts, and purposes.

Writing activities should include opportunities for students to think about their ideas and feelings and the events and people in their lives. Through writing, students are able to describe experiences, examine and organize their perceptions of them, and link them to events and experiences in the lives of others. Students should be helped to understand the recursive nature and shifting perspectives of the writing process, and should be encouraged to take risks, collaborate, and reflect as they compose increasingly complex texts. Students should be taught strategies that will assist them in writing clearly and in crafting their texts with appropriate conventions of spelling, grammar, and punctuation as they revise, edit, and publish. They should learn to examine their writing not only as a product but also as a mode of thinking. They should recognize that what they hear, speak, read, and view contributes to the content and quality of their writing. Writers need to be able to complete projects for a variety of purposes.

**Cumulative Progress Indicators**

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By the end of **Grade 4**, students:

1. Use speaking, listening, reading, and viewing to assist with writing.
2. Write from experiences, thoughts, and feelings.
3. Use writing to extend experience.
4. Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems.
5. Write on self-selected topics in a variety of literary forms.
6. Write collaboratively and independently.
7. Use a variety of strategies and activities, such as brainstorming, listing, discussion, drawing, role playing, notetaking, and journal writing, for finding and developing ideas about which to write.
8. Write to synthesize information from multiple sources.
9. Use figurative language, such as simile, metaphor, and analogies to expand meaning.
10. Revise content, organization and other aspects of writing, using self, peer, and teacher collaborative feedback (the shared responses of others).
11. Edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation.
12. Publish writing in a variety of formats.
13. Establish and use criteria for self and group evaluation of written products.
14. Develop a portfolio or collection of writings.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

15. Understand that written communication can affect the behavior of others.
16. Write technical materials, such as instructions for playing a game, that include specific details.
17. Cite sources of information.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

18. Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.
19. Write a research paper that synthesizes and cites data.

**STANDARD 3.4****ALL STUDENTS WILL READ A VARIETY OF MATERIALS AND TEXTS WITH COMPREHENSION AND CRITICAL ANALYSIS.**

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**Descriptive Statement:** Reading is a complex process through which readers actively construct meaning and connect with others' ideas. The reading process requires readers to relate prior knowledge and personal experiences to written texts; respond to texts in aesthetic and critical ways; recognize and appreciate print as a cuing system for meaning; and understand words, their variations, and their contexts. Students should recognize that what they hear, speak, write, and view contributes to the content and quality of their reading experiences.

Proficient readers use a repertoire of strategies (including phonics, context clues, and foreshadowing) that enables them to adapt to increasing levels of complexity, and they develop lifelong habits of reading and thinking. A diversity of materials provides students with opportunities to grow intellectually, socially, and emotionally as they consider universal themes, diverse cultures and perspectives, and the common aspects of human existence. The study of literature allows students to return to the materials and reconstruct meaning as they examine their own reading along with the writer's shaping of text and the cultural, historical, and psychological contexts for composing.

**Cumulative Progress Indicators**

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By the end of **Grade 4**, students:

1. Use listening, speaking, writing, and viewing to assist with reading.
2. Listen and respond to whole texts.
3. Understand that authors write for different purposes, such as persuading, informing, entertaining, and instructing.
4. Use reading for different purposes, such as enjoyment, learning, and problem solving.
5. Read independently a variety of literature written by authors of different cultures, ethnicities, genders, and ages.
6. Read literally, inferentially, and critically.
7. Use print concepts in developmentally appropriate ways.
8. Read with comprehension.
9. Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives.
10. Identify passages in the text that support their point of view.
11. Distinguish personal opinions and points of view from those of the author, and distinguish fact from opinion.
12. Demonstrate comprehension through retelling or summarizing ideas and following written directions.
13. Identify elements of a story, such as characters, setting, and sequence of events.
14. Identify literary forms, such as fiction, poetry, drama, and nonfiction.
15. Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues.
16. Read and use printed materials and technical manuals from other disciplines, such as science, social studies, mathematics, and applied technology.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

17. Read more than one work by a single author.
18. Begin to identify common aspects of human existence.
19. Recognize propaganda and bias in written texts.
20. Analyze main ideas and supportive details.
21. Analyze text using patterns of organization, such as cause and effect, comparison and contrast.
22. Analyze text for the purpose, ideas, and style of the author.
23. Understand the role of characters, setting, and events in a given literary work.
24. Understand the concepts of figurative language, symbolism, allusion, connotation, and denotation.
25. Gather and synthesize data for research from a variety of sources, including print materials, technological resources, observation, interviews, and audiovisual media.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

26. Understand the relationship between contemporary writing and past literary traditions.
27. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.
28. Analyze how the works of a given period reflect historical events and social conditions.
29. Understand the study of literature and theories of literary criticism.
30. Understand appropriate literary concepts, such as rhetorical device, logical fallacy, and jargon.
31. Understand the effect of literary devices, such as alliteration and figurative language, on the reader's emotions and interpretation.
32. Understand the range of literary forms and content that elicit aesthetic response.



## STANDARD 3.5

### ALL STUDENTS WILL VIEW, UNDERSTAND, AND USE NONTEXTUAL VISUAL INFORMATION.

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**Descriptive Statement:** In the language arts literacy classroom, students learn how to view in order to be able to respond thoughtfully and critically to the visual messages of both print and nonprint. Effective viewing is essential to comprehend and respond to personal interactions, live performances, visual arts that involve oral and/or written language, and both print media (graphs, charts, diagrams, illustrations, photographs, and graphic design in books, magazines, and newspapers) and electronic media (television, computers, film). Students should recognize that what they speak, hear, write, and read contributes to the content and quality of their viewing.

#### Cumulative Progress Indicators

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By the end of **Grade 4**, students:

1. Use speaking, listening, writing, and reading to assist with viewing.
2. Demonstrate the ability to gain information from a variety of media.
3. Articulate awareness of different media forms and how these contribute to communication.
4. Articulate information conveyed by symbols such as those found in pictorial graphs, map keys, and icons on a computer screen.
5. Respond to and evaluate the use of illustrations to support text.
6. Recognize and use pictorial information that supplements text.
7. Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing.
8. Use simple charts, graphs, and diagrams to report data.
9. Distinguish between factual and fictional visual representations.
10. Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or their own visual representations.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

11. Recognize and respond to visual messages of humor, irony, metaphor.
12. Articulate the connection between visual and verbal message.
13. Choose and use multiple forms of media to convey what has been learned.
14. Integrate multiple forms of media into a finished product.
15. Evaluate media for credibility.
16. Compare and contrast media sources, such as book and film versions of a story.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

17. Solve problems using multimedia technology and be able to browse, annotate, link, and elaborate on information in a multimedia data base.

## CROSS-CONTENT WORKPLACE READINESS STANDARDS AND PROGRESS INDICATORS

### STANDARD 1

#### ALL STUDENTS WILL DEVELOP CAREER PLANNING AND WORKPLACE READINESS SKILLS.

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**Descriptive Statement:** Students will be expected to develop the skills to seek, obtain, maintain, and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him/herself as an adult in the labor force.

#### Cumulative Progress Indicators

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**All** students will be able to:

1. Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
2. Describe the importance of personal skills and attitudes to job success.
3. Identify career interests, abilities, and skills.
4. Develop an individual career plan.
5. Identify skills that are transferable from one occupation to another.
6. Select a career major and appropriate accompanying courses.
7. Describe the importance of academic and occupational skills to achievement in the work world.
8. Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
9. Identify job openings.
10. Prepare a résumé and complete job applications.
11. Demonstrate skills and attitudes necessary for a successful job interview.
12. Demonstrate consumer and other financial skills.

## STANDARD 2

### ALL STUDENTS WILL USE INFORMATION, TECHNOLOGY, AND OTHER TOOLS.

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**Descriptive Statement:** Students will be expected to develop skills in the use of information, up-to-date educational technology, and other tools to improve learning, achieve goals, and produce products and presentations. They will learn to develop, locate, summarize, organize, synthesize, and evaluate information. Students will be expected to use technological tools, such as telecommunications networking, for problem solving, writing, and research.

### Cumulative Progress Indicators

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**All** students will be able to:

1. Understand how technological systems function.
2. Select appropriate tools and technology for specific activities.
3. Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
4. Develop, search, and manipulate databases.
5. Access technology-based communication and information systems.
6. Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
7. Use technology and other tools to solve problems, collect data, and make decisions.
8. Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
9. Use technology to present designs and results of investigations.
10. Discuss problems related to the increasing use of technologies.

**STANDARD 3****ALL STUDENTS WILL USE CRITICAL THINKING, DECISION-MAKING, AND PROBLEM-SOLVING SKILLS.**

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**Descriptive Statement:** Students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected.

**Cumulative Progress Indicators**

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**All** students will be able to:

1. Recognize and define a problem, or clarify decisions to be made.
2. Use models, relationships, and observations to clarify problems and potential solutions.
3. Formulate questions and hypotheses.
4. Identify and access resources, sources of information, and services in the school and the community.
5. Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
6. Plan experiments.
7. Conduct systematic observations.
8. Organize, synthesize, and evaluate information for appropriateness and completeness.
9. Identify patterns and investigate relationships.
10. Monitor and validate their own thinking.
11. Identify and evaluate the validity of alternative solutions.
12. Interpret and analyze data to draw conclusions.
13. Select and apply appropriate solutions to problem-solving and decision-making situations.
14. Evaluate the effectiveness of various solutions.
15. Apply problem-solving skills to original and creative/design projects.

**STANDARD 4****ALL STUDENTS WILL DEMONSTRATE SELF-MANAGEMENT SKILLS.**

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**Descriptive Statement:** Students will be expected to address issues related to personal development, such as accepting responsibility for their own learning and understanding expectations for performance. They are also expected to demonstrate positive work behaviors and ethics, the ability to work individually and cooperatively in groups, and respect for others of diverse cultural and social backgrounds.

**Cumulative Progress Indicators**

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All students will be able to:

1. Set short and long term goals.
2. Work cooperatively with others to accomplish a task.
3. Evaluate their own actions and accomplishments.
4. Describe constructive responses to criticism.
5. Provide constructive criticism to others.
6. Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity, and gender.
7. Describe the roles people play in groups.
8. Demonstrate refusal skills.
9. Use time efficiently and effectively.
10. Apply study skills to expand their own knowledge and skills.
11. Describe how ability, effort, and achievement are interrelated.

**STANDARD 5****ALL STUDENTS WILL APPLY SAFETY PRINCIPLES.**

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**Descriptive Statement:** Safety is an important component of all content areas, especially the arts, health and physical education, science, occupational education programs, and any content area where hands-on activities take place. Students need to learn behaviors that will ensure their own safety and health and that of others. They also should become familiar with the rules and laws governing safety and health so that they can act responsibly to implement these standards.

**Cumulative Progress Indicators**

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All students will be able to:

1. Explain how common injuries can be prevented.
2. Develop and evaluate an injury prevention program.
3. Demonstrate principles of safe physical movement.
4. Demonstrate safe use of tools and equipment.
5. Identify and demonstrate the use of recommended safety and protective devices.
6. Identify common hazards and describe methods to correct them.
7. Identify and follow safety procedures for laboratory and other hands-on experiences.
8. Discuss rules and laws designed to promote safety and health, and their rationale.
9. Describe and demonstrate procedures for basic first aid and safety precautions.

